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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 7 titles deal with the following topics: (1) two approaches to teaching public speaking at the community college level, (2) case studies from a communication skills peer-tutoring program for underachieving college freshmen, (3) the effects of "consciousness of correctness" on selected measurements of speech production in adolescents, (4) the use of communication skills in the community college classroom, (5) training church communicators for television news interviews, (6) communication patterns in elementary schools, and (7) developing a lower-division speech communication core curriculum to resolve articulation/transfer problems between community/junior colleges and senior institutions in Texas. (RL)

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Abstracts of the following dissertations are included in this collection:

Godorov, Harvey Allen
A COMPARISON OF TWO APPROACHES TO TEACHING PUBLIC SPEAKING AT THE COMMUNITY COLLEGE LEVEL

Musikant-Brandt, Alice
AN ETHNOGRAPHIC STUDY OF A COMMUNICATION SKILLS PEER-TUTORING PROGRAM FOR UNDERACHIEVING COLLEGE FRESHMEN

Nutter, Norma Richmond
THE EFFECTS OF "CONSCIOUSNESS OF CORRECTNESS" ON SELECTED MEASUREMENTS OF SPEECH PRODUCTION IN ADOLESCENTS

O'Connor, Raymond Dennis
THE USE OF COMMUNICATION SKILLS IN THE COMMUNITY COLLEGE CLASSROOM

Riley, Miles O'Brien
TRAINING CHURCH COMMUNICATORS FOR TELEVISION NEWS INTERVIEWS

Todt, Michael Arthur
COMMUNICATION PATTERNS IN ELEMENTARY SCHOOLS

Whittington, Nilwon Nowlin
THE DEVELOPMENT OF A LOWER DIVISION SPEECH COMMUNICATION CORE CURRICULUM TO RESOLVE ARTICULATION-TRANSFER PROBLEMS BETWEEN COMMUNITY-JUNIOR COLLEGES AND SENIOR INSTITUTIONS IN TEXAS

A COMPARISON OF TWO APPROACHES TO TEACHING PUBLIC SPEAKING AT THE COMMUNITY COLLEGE LEVEL

Order No. 8113604

GODOROV, HARVEY ALLEN, ED.D. *University of Nevada, Las Vegas*, 1979. 103pp. Adviser: David H. Miller

The purpose of this study was to compare two types of instruction to determine whether one approach or method is superior in promoting student achievement in the basic speech communication course in a community college setting. The study was planned to find answers to the following question: To what extent do students, who are exposed to two different teaching/learning approaches, differ in terms of their cognitive achievement in oral communications?

The statistical design that was used is the Nonequivalent Control Group Design which is as follows:

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The population for this study consisted of 32 students enrolled in two oral communications classes at Clark County Community College in the Spring Semester, 1979. Within these classes individuals were matched to create pairs using the following criteria: (1) Pretest scores on the Abridged Patton Speech Content Examination; (2) Speech anxiety; (3) Proficiency of speech desired; (4) Previous speech experience. From the two treatment groups, six matching pairs were selected. Only the matched subjects were used in the calculation of the statistics.

Treatment I was assigned to the 1:40 p.m. class meeting on Tuesday and Thursday. There were eleven participants in this Treatment, five male and six female. The average age of this group was 26.7. This was the Control Group and the traditional lecture approach was the method of instruction used.

Treatment II was assigned to the 9:25 a.m. class meeting on Monday and Wednesday. There were 29 participants in this group, nine male and twelve female. The average age of this group was 27.3. This was the Experimental Group and the self-instruction/criterion-referenced approach to teaching was the method of instruction used. The students were instructed to use two class periods to listen to audio-tapes in the Speech Laboratory. The tapes contained the information for the particular unit of study.

At the conclusion of the unit all students were given a posttest which was identical to the present (Abridged Patton Speech Content Examination).

The matched pair subjects from Treatment I averaged 8.83 on the pretest and 11.66 on the posttest. Treatment II matched pair subjects averaged 8.83 on the pretest and 14.8 on the posttest.

The null hypothesis was tested at the .05 level of significance of differences between the posttest means of the two groups. Students receiving the individualized/laboratory instruction method scored higher on the posttest than did the group that received the classroom/lecture method of instruction but the differences were no more than might be attributed to chance. Therefore, it was concluded that the use of individualized instruction as described in this study, although not inhibiting the students' cognitive achievement, cannot be expected to be more effective than the traditional/classroom instructional approach when student achievement is used as the measure of effectiveness in a beginning public speaking course.

The following are recommendations for further study: (1) Student *attitudes* toward alternative methods of instruction. (2) Which method of instruction influences greater success in public speaking performance? (3) Should students in a beginning public speaking course be provided a choice of laboratory (individualized) instruction regardless of the costs if and when no significant differences occur between the two different teaching methods? (4) Would there be any change in results if Treatment Group II (Experimental Group) is given the posttest immediately after each member finishes the study material rather than waiting for the entire group to take it at one time? (5) The use of analysis of covariance to compute the data. (6) A longer study (up to five years) to determine students' attitudes toward alternative teaching methods.

AN ETHNOGRAPHIC STUDY OF A COMMUNICATION SKILLS PEER-TUTORING PROGRAM FOR UNDERACHIEVING COLLEGE FRESHMEN

Order No. 8117682

MUSIKANT-BRANDT, ALICE, ED.D. *University of Pennsylvania*, 1981. 584pp. Supervisor: Dr. Shirley Brice Heath

The focus of this dissertation is a detailed description of the interactional behavior of eight underachieving college students from a middle Atlantic state college, working in dyads designated as tutor and tutee, engaged in communication skills lessons.

In this study, a case study approach using ethnographic methods, i.e., a holistic approach, naturalistic observation, interviews with participants and informants, a search for recurring variables rather than preconceived variables, emphasis on retrievability of data, use of ethnohistorical data, and analysis at the interactional level has been used. Tutoring sessions of the eight students involved in communication skills instruction have been videotaped.

The interactions of each tutor-tutee dyad are described in terms of participants, scene, events, and a quantitative analysis of the form and function of verbal and nonverbal behavior. The communication roles selected by tutor and tutee to reflect and shape their social behavior are described in terms of their sequences of verbal and nonverbal behavior. These lessons are viewed within the framework of how these students, who have been unsuccessful in school and to have presumably experienced school lessons, when given the opportunity to negotiate the construction of a lesson, conceptualize and negotiate the interactions according to their own world view.

A negotiated tutor-tutee notion of "the Lesson evolves in each session. Predominately mediated through the oral word, each lesson depends to a great extent on the affective domain. Each party negotiates his role through strategies designed to reflect: a sense of respect in a "good" relationship reflecting concern of tutor for tutee and tutee for tutor; great concern with the concept of affective domain as it relates to the learner's notion of self; negotiation of role and status that is ideally non-threatening; need to make the lesson relevant to tutor-tutee past experiences; and choice of open, active, noisy space for tutoring.

The result of this description demonstrates: (1) There is equivalent order and regularity in the events and subevents of the lessons throughout the dyadic interactions, and this order and regularity is both alternating and hierarchical; (2) This order represents a system of knowledge used to communicate and give meaning to their relationship; (3) In some dyads there are indications over time of an attempt by each party to signal an ongoing change in the relationship; (4) The system of knowledge revealed is a conceptualization and negotiation of the interaction which each participant has brought to the tutor-tutee situation in terms of his goals, values, and beliefs. The result is a different type of interaction from that of school-oriented instruction usually termed "a Lesson."

These differing modes of teaching and learning need to be integrated into the tutoring lesson and into the classroom lesson for underachieving college students. This will result in a mesh of both world views which will make lessons responsive to all students' social values, goals, and beliefs.

THE EFFECTS OF "CONSCIOUSNESS OF CORRECTNESS" ON SELECTED MEASUREMENTS OF SPEECH PRODUCTION IN ADOLESCENTS

Order No. 8114084

NUTTER, NORMA RICHMOND, ED.D. *University of Kentucky*, 1980. 223pp. Director: Dr. William H. Peters

This study was an investigation of the relative effects of directing adolescents' attention either toward the "correctness" of their speech or toward the expression of their attitudes on the amount, fluency, and syntactic structure of speech produced in a subsequent standardized interview. Subjects were 16 9th-grade and 16 12th-grade students in equal groups by sex and two socioeconomic status divisions. Socioeconomic status was determined by occupation of dominant parent. All subjects were white, from mono-lingual English-speaking homes, and on grade-level; none had been categorized as educationally or behaviorally exceptional.

The two speech contexts were conceptualized as two formal contexts differing in relative degree of formality, that is, the amount of attention subjects paid to their speech. Measurements were total number of words,

mean length of T-unit, disfluencies per T-unit, instances of nonfunctional speech per T-unit, nominal constructions per T-unit, and adverbial constructions per T-unit.

A posttest-only, control group design was used. The "Consciousness of Correctness" treatment was defined as the occurrence of three events immediately before an interview session: The subject was told that the study was an investigation of the speech of adolescents, completed a paper and pencil test of English usage featuring items commonly identified with the acceptability of oral and written English, and was instructed before the interview session to speak as "correctly" as s/he could.

In the control group ("No Consciousness of Correctness"), the three "Consciousness of Correctness" events were replaced by parallel events: The subjects was told that the study was an investigation of the educational development of adolescents, completed a written test of general knowledge featuring items from the disciplines commonly taught in public schools, and was told before the interview session that the interviewer wanted to discover the subject's interest and attitudes.

The statistical analysis was a four-factor multivariate analysis of variance with two levels of each factor, performed in two stages: (1) analysis for the six measures of speech production and (2) a separate analysis for each set of subscores for four of the six measures of speech production.

A significant multivariate F was found for the threeway interaction among treatment, sex, and socioeconomic status with statistically significant univariate Fs for five of the six measures of speech production. The lower-SES males in the "Consciousness of Correctness" treatment produced less speech, structurally less complex speech adverbial constructions), and fewer instances of nonfunctional speech than did lower-socioeconomic status males in the "No Consciousness" treatment groups. Upper-SES males, upper-SES females, and lower-SES females in the "Consciousness" treatment produced more speech and structurally more complex speech than did those in the "No Consciousness" treatment. Upper-SES males and lower-SES females produced more instances of nonfunctional speech in the "Consciousness" treatment, while upper-SES females produced more nonfunctional speech in the "No Consciousness" treatment.

The interactions were discussed in terms of possible differences among the subsamples in (1) situation-induced anxiety, (2) perception of task difficulty and consequent motivation to perform, or (3) norms for behavior in more and less formal speech contexts.

The analysis of subcategories of the total measures of speech production indicated that (1) males were more disfluent than were females, (2) the younger speakers perhaps modified their speech according to context somewhat more than did the older ones, and (3) there was a three-way interaction among treatment, sex, and socioeconomic status for subclausal adverbials, similar to the three-way interaction found for the total measure of adverbial constructions.

Educational implications and limitations of the study were discussed.

THE USE OF COMMUNICATION SKILLS IN THE COMMUNITY COLLEGE CLASSROOM

Order No. 8118034

O'Connor, Raymond Dennis, Ed.D. *University of Massachusetts*, 1981. 199pp. Director: Dr. Norma Jean Anderson

The community college is an institution that maintains an open door policy of admission to virtually any applicant. In this endeavor, the community college reflects the democratic ethic of equal opportunity for all, regardless of one's background or one's economic limits.

Critics of the community college have suggested that this institution is not so much an open door as a revolving door. Although most requests for admission are honored, many of the students make a premature departure by way of withdrawal prior to completing their program. Other students remain in their curricula but express varied criticisms of the faculty as uncaring people creating an impersonal atmosphere in the classroom. Many students, therefore, suffer disillusionment.

This study is an attempt to reverse this withdrawal trend of students and to invigorate the atmosphere of the classroom. Through a series of communication skills, faculty members attempted to enhance their classroom teaching style and reduce their attrition rate.

After several interviews with the researcher, twenty-eight faculty volunteered to implement these skills in their day-to-day functioning. The skills were discussed with the researcher and clearly understood by the volunteers. A control group of twenty-eight faculty was developed which matched the experimental group as closely as possible. All participants were Holyoke Community College faculty.

At the end of the Fall, 1980 Semester, the researcher submitted a questionnaire (73 items) to both groups. This questionnaire offered both the groups an opportunity to assess student performance in light of nine criteria: attendance; withdrawal rate; completed assignments; grades; student participation; enthusiasm; student requests for help; student office visits; discussion of subject matter outside of class.

Both groups made assessments of their Fall, 1980 students by comparing them with students in the same course from earlier semesters. In comparing appraisals of these two groups, the researcher utilized statistical tests that indicated significant differences between them in four areas: student requests for faculty assistance; student discussion of the material outside the classroom; completion of assignments; and office visits by students. In all four cases, the experimental group reported a higher incidence of the particular behavior.

Withdrawal rates, unfortunately, were not significantly reduced in the experimental group. Furthermore, attendance rates apparently were unaffected by the communication skills. Despite these limits, the use of communication skills served the volunteer faculty quite well in four distinct areas. Obviously, more research is needed to explore the issue of reducing student withdrawals and increasing student attendance in the community college.

TRAINING CHURCH COMMUNICATORS FOR TELEVISION NEWS INTERVIEWS

Order No. 8125531

Riley, Miles O'Brien, Ph.D. *Graduate Theological Union*, 1981. 521pp.

This is a dissertation report on a dissertation project to create a method and a manual for training church leaders for television news interviews. The training method was developed in a series of on-camera workshops. The manual was developed as a practical guidelines workbook.

A videotaped 45-minute documentary of the first three workshops accompanies this report, as does the revised and completed training manual which is the final fruit of this doctoral project.

The report begins by establishing the church's need to fulfill its mission through mass media and then makes a case for TV news as an effective vehicle for the church's ministry and message--when church communicators are adequately prepared.

The report then describes in detail the development of a training workshop and manual which teach church leaders how to create a communication plan, know their audience, clarify their message, evaluate various types of media, understand TV news interviewers, and discern who is qualified as a church communicator.

With specific checklists, the report describes how both workshop and manual prepare church executives for the TV news interview: from making and taking the opportunity, to planning and polishing their message, to knowing themselves adequately and grooming themselves properly.

The emphasis of the report is on handling the TV news interview: introduction, appearance and style, spirit and tone, approach and conduct, content and message. The report also covers some specific suggestions for rating television news interviews, for managing hostility and exploitation, for handling radio interviews, and for relating to the press in general, through press kits, releases and conferences.

The report documents the organization and execution of the training workshops themselves: the selection of participants, the choice of location and facilities, the preparation of support staff and materials, and a typical workshop described in outline and documented in the attached video cassette which demonstrates both the process and the product of the training experience.

COMMUNICATION PATTERNS IN ELEMENTARY SCHOOLS

TODT, MICHAEL ARTHUR, PH.D. *The University of Chicago*, 1981.
Chairman: John C. Glidewell

The aims of this study were to describe and understand organizational communication in schools. First, the inquiry sought to describe any discernible patterns of communication between principals and teachers as they spoke to: (1) each other, (2) other adults, and (3) students. Second, the study attempted to verify hypotheses of relationships among initiator, frequency, place, and content of communication. Last, using the Parsons-Hill theory of functional imperatives and participants perceptions, reasons for the communication patterns were sought.

Two methods were used to gather data. First, the communication of the principal and teachers in two small elementary schools was systematically observed by following and recording the communication of individuals over a six-week period. An observation instrument was developed that included coding for time, initiator, receiver, mode, and content. Major content categories includes describing, directing, evaluating, orienting, social amenities, and other, and each major content category also included subcategories. Intercoder reliability for major content categories was .89 and the range for subcategories was .73 - .95.

A second method of gathering data was asking participants to give likely reasons for selected observed patterns either during an interview or on a questionnaire. Analysis of data did not indicate serious threats to validity, sensitivity, and reactivity.

The results reflected a spatial and social ecology of communication among the adults in schools, but provided a very limited substantiation of the Parsons-Hill theory of functional imperatives. There was a relationship between spatial-social setting and the initiator-recipient of communication. For example, the principals tended to initiate communication to other adults in their offices but to faculty in both their offices and the teachers' lounge. The faculty tended to initiate communication with the principal in their own lounge and less often in the principal's office and elsewhere. Principals emphasized past and present events; teachers, past events. Both referred to skills much more often than values.

There was a surprising similarity between the proportions of the categories of content in the three main interpersonal conditions: principal to faculty, faculty to faculty, and faculty to principal. In that order, the proportions were: describing (.46, .48, .46), evaluating (.33, .39, .33), directing (.13, .09, .14), orienting (.06, .03, .03), other (.02, .01, .02). These similarities did not reflect the differentiation one would expect on the basis of functional imperatives. Even considering that directives were often routine and procedural, the equal exchange of directives between the principal and faculty was particularly surprising.

The teachers' and principals' explanation of the observed frequencies were primarily that one communicated most often with others who were most accessible in time and space in order to share information and coordinate actions, depending upon the amount of discretionary time available to one. The emphasis on the past and present by the principals was explained as necessary to planning, in spite of the usual future orientation of the planning function. The emphasis on the past by the teachers was explained as a way of releasing emotions and offering sympathy and support, and doing it clearly. "The past," teachers often said, "was clear, the future ambiguous."

Both principals and teachers avoided giving any but routine procedural directions to any professional adult, they said, because of their mutual respect for professional competence and autonomy. Both principals and teachers referred to skills more often than values, they said, because values were implicit, skills explicit.

THE DEVELOPMENT OF A LOWER DIVISION SPEECH COMMUNICATION CORE CURRICULUM TO RESOLVE ARTICULATION-TRANSFER PROBLEMS BETWEEN COMMUNITY-JUNIOR COLLEGES AND SENIOR INSTITUTIONS IN TEXAS Order No. 8119397

WHITTINGTON, NILWON NOWLIN, PH.D. *The University of Texas at Austin*, 1981. 271pp. Supervisor: Ronald E. Bassett

The rapid growth of community-junior colleges has led to recognition of curriculum articulation and credit transfer as significant problems in higher education today. These problems are being addressed differently in the various states, and Texas is one of the few attempting resolution through legislative mandate. In 1965, the 59th Texas Legislature created the Coordinating Board, Texas College and University System, placed all postsecondary educational institutions including community-junior colleges under its governance, and empowered it to develop curricula within various academic disciplines which, under law, must be accepted in transfer between community-junior colleges and receiving institutions. Speech communication was one of the disciplines targeted for development of a core curriculum of freely transferable courses.

The purpose of this descriptive study is to model the process and present the core curriculum for speech communication developed by a committee of community-junior college and senior college speech communication educators appointed by the Commissioner of Higher Education for the task.

The curriculum in speech communication has historically been ill-defined and continuously changing. This study is significant in that a project designed to determine what should constitute a basic, lower division transfer curriculum must identify fundamental instruction in speech communication and, in so doing, must address the controversy over philosophical orientation which currently pervades the discipline. Additionally, both the process employed and the products developed can be useful models for others seeking to resolve transfer problems.

Policy sciences was chosen as the theoretical perspective for this study, and field research, the *sine qua non* of the policy sciences approach, was the applied methodology. Participant observation was the primary data gathering technique with analysis a concurrent activity. The Delphi method was used in the initial identification and selection of speech communication core courses. The process was described using a project development format, a procedure followed frequently in policy sciences studies. The principle issues which emerged were identified and both the process and the products were evaluated using policy sciences concepts.

The committee developed five products: (1) a core of speech communication courses, (2) a core of general education courses recommended for speech communication majors, (3) recommendations for changes in existing general transfer policies, (4) non-policy recommendations for the discipline, and (5) suggestions for implementation of the core curriculum. A bi-partite curriculum of speech communication courses was recommended including a "central" core which not only must be accepted in transfer but also must be applied to satisfy degree requirements for the major and an "elective" core, options from which limited credit hours must be accepted in transfer. The general education core curriculum for speech communication majors provides for a Bachelor of Science degree as well as the traditional Bachelor of Arts.

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